

Transition

Performance Standard: The response rate of career and technical completers to the Vocational Education Student Follow-Up Survey in academic school year 2002-2003 is 75 percent.

Performance: Completer Response Rate

	2002-2003		2001-2002		2000-2001	
Division	67.96%	(874 of 1286)	53.29%	(615 of 1154)	59.56%	(629 of 1056)
State	75.14%	(18,698 of 24,885)	69.06%	(18,819 of 27,252)	58.36%	(16,017 of 27,443)

Performance Standard*: Students who are career and technical completers/graduates will successfully transition at a combined rate of 92.81% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

Performance: Completer Transition Rate

	2002-2003		2001-2002		2000-2001	
Division	97.25%	(850 of 874)	95.61%	(588 of 615)	99.52%	(626 of 629)
State	94.82%	(17,729 of 18,698)	94.95%	(17,869 of 18,819)	95.04%	(15,047 of 15,833)

Satisfaction

Performance Standard: Career and Technical Education Completers (Employees) will indicate annually an 80% or higher satisfaction rate with their secondary career and technical studies, academic preparation, and employment.

Performance: Employee Satisfaction Rate

	2002-2003		2001-2002		2000-2001	
Division	98.53%	(803 of 815)	96.62%		98.17%	
State	81.32%	(15,205 of 18,698)	97.58%		98.82%	

Performance Standard: Employers will indicate annually an 80 percent or higher satisfaction rate with career and technical completers (employees) based on their secondary career and technical studies and academic preparation for the current occupation.

Performance: Employer Satisfaction Rate

	2002-2003		2001-2002		2000-2001	
Division	94.29%	(33 of 35)	93.94%		94.87%	
State	91.92%	(683 of 743)	92.65%		93.86%	

2002-2003 Performance Summary

Standard	Met	Not Met	Improvement Plan Required
Academic Achievement	**	**	**
Occupational Competence		X	X
Secondary School Completion	X		
Diploma/Credential	—	—	
Access/Success		X	X
Non-Traditional Career Enrollment	X		
Non-Traditional Career Completion	X		
Completer Response Rate		X	X
Transition Rate	X		
Employee Satisfaction	X		
Employer Satisfaction	X		

** Academic Achievement is based on the performance of students enrolled in Career and Technical Education by school. Refer to the individual school data for results.

VIRGINIA DEPARTMENT OF EDUCATION

CAREER AND TECHNICAL EDUCATION SECONDARY EDUCATION

ANNUAL PERFORMANCE REPORT

for

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL YEAR
2002-2003

Academic Achievement

Performance Standard*: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning End-of-Course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Provisional Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Performance: Percent of Students Enrolled in Career and Technical Education courses who Passed the Standards of Learning End-of-Course Tests

Division	2002-2003	2001-2002	2000-2001
English	87.94% (5668 of 6445)	82.59% (5291 of 6406)	81.62% (4942 of 6055)
Mathematics	69.24% (3906 of 5641)	66.70% (3604 of 5403)	67.35% (3290 of 4885)
History	71.62% (4373 of 6106)	70.97% (4333 of 6105)	55.98% (3136 of 5602)
Science	73.17% (3748 of 5122)	70.18% (3598 of 5127)	71.74% (3171 of 4420)

State	2002-2003	2001-2002	2000-2001
English	86.32%	77.99%	75.19%
Mathematics	67.54%	64.48%	61.07%
History	71.68%	69.74%	54.69%
Science	70.39%	69.77%	69.82%

Note: The Academic Achievement data in this report represents a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in this school division. This academic attainment data is composed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

1 The Board set the minimum acceptable pass rates required for a school to achieve the rating of Provisionally Accredited/Meets State Standards in the academic years 1999-2003. The Provisional Accreditation Benchmarks through 2003 are as follows:

Year	English	Math	History/Social Sciences	Science
1999-00	60%	55%	40%	55%
2000-01	63%	60%	45%	60%
2001-02	66%	65%	50%	65%
2002-03	70%	70%	55%	70%

Occupational Competence

Performance Standard*: Ninety-four and thirty-four hundredths percent (94.34%) of the career and technical education completers will attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists.

Performance: Competency Attainment Rate

	2002-2003	2001-2002	2000-2001
Division	88.19% (1524 of 1728)	81.49% (1048 of 1286)	73.48% (848 of 1154)
State	96.05% (24,121 of 25,112)	96.09% (23,912 of 24,885)	95.89% (26,723 of 27,868)

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

Secondary School Completion

Performance Standard*: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 96.47 percent.

Performance: Secondary School Completion Rate

	2002-2003	2001-2002	2000-2001
Division	100.00% (1728 of 1728)	99.23% (1286 of 1296)	99.65% (1154 of 1158)
State	97.72% (25,112 of 25,698)	97.80% (24,885 of 25,444)	97.60% (27,868 of 28,553)

Note: The Completion Rate was calculated using the number of completers (c) reported on the 2002-2003 Completer Demographics Report and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2001-2002 Division Dropout Report. The formula is $c/(c+d)$.

Diploma/Credential

Performance Standard*: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is TBA percent.**

Performance: Board Seal Attainment Rate

	2002-2003	2001-2002
Division	48.32% (835 of 1728)	35.23% (453 of 1286)
State	54.95% (12,565 of 22,868)	48.17% (11,988 of 24,885)

Note: 283 combined and comprehensive high schools in 135 divisions elected to award the Career and Technical Education and the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2002-2003 school year.

Access/Success

Performance Standard: Students identified as members of special populations will demonstrate success in Academic Achievement, Occupational Competence, and Successful Transition at the same rate as other Career and Technical Education Completers.

Performance by Students who are Members of a Special Population

	Division	State
Academic Achievement		
English	80.20%	74.58%
Mathematics	61.01%	55.63%
History	58.16%	57.83%
Science	60.45%	54.50%
Occupational Competence	82.66%	95.88%
Transition	94.32%	91.45%

Non-Traditional Career Preparation

2002-2003 Performance Standard*: The total (combined) enrollment rates in the state-identified courses for nontraditional career preparation of the gender that comprises less than 25 percent will be 12.62 percent.

Performance: Non-Traditional Enrollment

	2002-2003	2001-2002	2000-2001
Division	20.46% (1806 of 8826)	21.61% (1634 of 7561)	20.72% (1643 of 7928)
State	13.30% (12,283 of 92,355)	13.40% (11,113 of 82,921)	12.77% (10,445 of 81,764)

2001-2002 Performance Standard*: The total (combined) completion rates of the state-identified content areas for nontraditional career preparation of the gender that comprise less than 25 percent will be 9.43 percent.

Performance: Non-Traditional Completion

	2002-2003	2001-2002	2000-2001
Division	11.22% (70 of 624)	10.95% (52 of 475)	10.05% (62 of 617)
State	15.48% (1,682 of 10,867)	16.79% (1,900 of 11,314)	14.77% (1,696 of 11,486)

♦ Adjusted Levels of Performance as Negotiated with the United States Department of Education Office of Vocational and Adult Education (USD OE OVAE).

♦♦ Data collected in 2002-2003, 2001-2002 and 2000-2001 to establish the state baseline for future negotiations with USD OE OVAE.

